DOCUMENT RESUME

ED 381 210 JC 950 200

TITLE	The Effectiveness of California Community Colleges on Selected Performance Measures.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	Apr 95
NOTE	35p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Persistence; Access to Education; *College Faculty; *College Outcomes Assessment; Community Colleges; *Educational Finance; Outcomes of Education; School Demography; *School Effectiveness; School Holding Power; School Personnel; Self Evaluation (Groups); State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS	*California Community Colleges

ABSTRACT

This report presents selected performance measures of California's community colleges during the 1993-94 academic year in the areas of student access (measured by student enrollment and participation rates), student success (measured by student goals, persistence, completion rates, and employment information), staff composition (measured by workload and gender and ethnicity of staff), and fiscal condition (measured by fiscal stability, revenue sources, and revenue per full-time equivalency students (FTES)). Highlighted findings include the following: (1) over 124,000 students lost access to community colleges in fall 1993, due in part to a $50 per unit differential fee for baccalaureate students and also to fee increases in spring 1993 and in fall 1993; (2) despite the decline in access, the overall gender and ethnic balance of enrollments improved; (3) 63% of fall 1993 credit students continued through spring 1994; (4) 86% of the state's community college students completed fall 1993 classes with a grade of C or better; (5) colleges awarded over 55,000 degrees and 22,000 certificates, with proportional representation among women and minorities; (6) hours taught by full-time faculty remained stable at about 60%; (7) gains have been made toward increasing gender and ethnic diversity of faculty, administrators, and classified staff; (8) the number of districts experiencing some risk to fiscal stability increased from 12 to 17; and (9) in 3 years of state fiscal crises, the colleges' real revenues per actual full-time equivalent student dropped and remain flat at approximately the $3,100 level. (MAB)

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ED 381 210

THE EFFECTIVENESS OF CALIFORNIA COMMUNITY COLLEGES

ON

SELECTED PERFORMANCE MEASURES

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THE EFFECTIVENESS OF CALIFORNIA COMMUNITY COLLEGES

on

SELECTED PERFORMANCE MEASURES

APRIL 1995

PREPARED BY:
POLICY ANALYSIS AND DEVELOPMENT DIVISION
CHANCELLOR'S OFFICE OF THE CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814-3607
(916) 327-5884

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PREFACE

This report attempts to document the effectiveness of California Community Colleges in fulfilling their mission in the delivery of vital educational services to Californians. The purpose is to display the performance of community colleges for the 1993-94 academic year with respect to selected measures.

Most of the information presented in this report is developed from data provided by districts to the Chancellor's Office Management Information System (MIS). The MIS design has the following major features: 1) data elements uniformly designed for consistent reporting and interpretation; 2) required participation of all 71 districts (107 colleges); and 3) data reported as of end-of-term in a disaggregated form covering the primary areas of educational activity, including counts and characteristics of students, staff, courses, fiscal and physical resources, and special programs.

The MIS was implemented in three phases starting with the Fall 1990 term. The scope and magnitude of the task, as well as normally expected implementation problems, rendered some of the earlier data (i.e., Fall 1990 to Fall 1991) not fully usable. More recent reporting has overcome many of these implementation problems, resulting in nearly complete reporting by the districts.

Other sources of information, also based on data provided to MIS by the districts/colleges, are reports prepared by the Research and Analysis Unit in the Chancellor's Office including the *Report on Enrollment, 1990-93*; the *Reports on Staffing and Salaries* (Fall 1990 through Fall 1993); and the *Report on Courses, Fall 1992 to Fall 1993*. The data source for exhibits on Fiscal Condition is the *Fiscal Data Abstract* published annually by the Chancellor's Office Fiscal and Business Services Unit. The use of any other sources is cited on the exhibits.

Our appreciation is extended to the district/college staff who submitted unit record data each term through the MIS process on over 1.3 million students, 72,000 staff, and 140,000 course sections. Their untiring dedication makes reports like this possible. We also want to acknowledge and thank staff in the Chancellor's Office: Mick Holsclaw and Chuck Wiseley, who provided overall support as well as the basic data files from which this report was prepared; Mark Fetler, who provided the basic design and components for this report; Adria Sanders, who prepared the graphics; and all those individuals from various divisions who provided the timely and necessary feedback. Analytical work on this report was conducted within the Chancellor's Office Policy Analysis and Development Division by Leonard Shymoniak, director, Accountability Unit.

We invite your review of this study and suggestions to improve upcoming effectiveness reports. Please direct any comments to Leonard Shymoniak at (916) 327-5884.

Judy Walters, Vice Chancellor
Policy Analysis and Development

EXECUTIVE SUMMARY

Assembly Bill 1725 (1988), enacted as *Education Code* Section 71020.59(b), requires the Board of Governors to "develop and implement a comprehensive community college educational and fiscal accountability system" and to produce accountability reports. Initial designs to implement the accountability program focused on systemwide collection and reporting of information directed towards five areas: *Student Access, Student Success, Student Satisfaction, Staff Composition, and Fiscal Condition.* Subsequent designs emphasized the importance of college-level accountability for assessing institutional and program effectiveness. Proposals made by the Office of the California Legislative Analyst in February 1995 would require the development of performance standards, and pilot testing of a performance-based budgeting program for allocating a part of apportionment funds to districts.

This report presents selected performance measures of California's community colleges during the 1993-94 academic year in the areas of student access, student success, staff composition, and fiscal condition. Future reports will develop an expanded list of performance measures and add a new area related to student satisfaction.

Student Access

The 1960 *Master Plan for Higher Education in California* established open access to any California high school graduate or person 18 years or older who could benefit from instruction. The mission of the California Community Colleges has been to maintain to the maximum extent possible, access to community colleges for California adults.

Our task during this decade is to provide Californians with quality programs in transfer and career education, and in the mastery of basic skills and English as a Second Language. Inadequate resources to offer classes and support services, along with increases in student fee charges, have negatively impacted the number of Californians who attend community colleges.

The performance measures for student access are student enrollments and participation rates.

- Over 124,000 students lost access to community colleges in Fall 1993. Half of this loss was attributable to the $50 per unit differential fee charged to baccalaureate students in Spring 1993. The balance of enrollment losses were non-baccalaureate students who were assessed two fee increases: $6 to $10 in Spring 1993 and $10 to $13 per unit in Fall 1993. Access was further constrained by the State budget crises which did not allow districts a modest cost-of-living adjustment (COLA) and which did not provide a backfill for shortfalls in property tax revenue.

- Despite the decline in student access partially resulting from the differential fee imposed in Spring 1993, the overall gender and ethnic balance of community college enrollees improved when compared to prior year enrollments, and when compared with data on recent high school graduates and California's adult population.

Student Success

The use of student success as a performance measure has relevance to three types of educational consumers: the student, who determines which courses will result in achieving specific educational goals; the taxpayer, who needs assurance that educational resources are effectively and efficiently utilized; and the policy maker, who evaluates broader program outcomes to meet desired social policy.

The performance measures for student success include student goals, persistence, completion rates, and employment information.

- Students succeeded in achieving their educational goals at community colleges in the following ways:
  - 63 percent of Fall 1993 credit students continued their attendance through the Spring 1994 term.
  - 86 percent of students completed classes in Fall 1993 with a grade C or better.
  - 77 percent of a Fall 1990 student cohort persisted in California Community Colleges, the California State University, or the University of California through Fall 1993.
- Although about 5,500 class sections were eliminated in Fall 1993, the proportion of course completions increased in transfer, core occupational, and Basic Skills/ English as a Second Language classes.
- Community colleges awarded over 55,000 degrees and 22,000 certificates, with proportional representation among women and minorities.
- The number of community college transfers to the California State University in 1993-94 increased by 3,440 (8.4%) to 44,420 and by 947 (9.5%) to 10,740 for the University of California, with proportional representation of women and minorities.

- Students receiving job training at California Community Colleges showed increases in potential earnings. The increases in earning potential occurred for all students, regardless of groupings by gender or ethnicity.

Staff Composition

An appropriate balance in the racial/ethnic and gender composition of community college faculty and support staff can positively influence campus climate. Indicators of staff composition enable the evaluation of community college personnel practices with respect to employment opportunity policies firmly ingrained in federal, state, and local government statutes.

The performance measures for staff composition include workload and the gender and ethnicity of faculty and staff.

- Although more improvement is needed, gains have been made toward increasing the gender and ethnic diversity of faculty, administrators, classified staff, and others.

- The total hours taught by full-time faculty grew slightly through 1991-92 and subsequently has remained stable at about the 60 percent level.

Fiscal Condition

The fiscal condition component informs the public how the community colleges expend their financial resources and about the overall fiscal condition of the community college system. More importantly, the fiscal condition of community colleges impacts the scope and quality of educational services that can be delivered to students.

The performance measures for fiscal condition include fiscal stability, revenue sources, and revenues per FTES after adjustments for inflation.

- The number of districts experiencing some risk to fiscal stability has increased from 12 to 17 in 1993-94.

- The level of unfunded FTES peaked in 1991-92, and has declined significantly as districts cut courses to accommodate the growing fiscal constraints.

- In the three years of the State fiscal crises, starting in 1991, community colleges' real (i.e., inflation adjusted) revenues per actual FTES dropped and remain flat at approximately the $3,100 level.

STUDENT ACCESS

By law, community colleges must admit those Californians who have graduated from high school and may admit those who have not graduated but who are 18 years of age or older and can benefit from instruction. This policy of "open access" from the *Master Plan* establishes the mission of community colleges to provide Californians with an equal opportunity for education and training enabling them to fully utilize their potential in the workplace and as citizens, regardless of economic, cultural, or ethnic background.

The ability of California Community Colleges to provide the kind of access set forth in the *Master Plan* is vital to the economic and social development of California. The colleges have a particularly significant role to play in helping to close the potential gap between the state's new jobs and the lack of skilled labor available to fill them. Colleges not only provide individuals with transfer and vocational education for these new jobs, but they also enroll more individuals than do other postsecondary institutions from those groups (women, minority, immigrant) that will comprise most of the new workers.

Recent experience indicates that increases in student fees and inadequate budgets has negatively impacted those Californians attending community colleges. Studies conducted by the Chancellor's Office since 1984 found that a 1.0 percent increase in the cost of student attendance results in a 0.7 percent decline in headcount enrollment. Several major increases in community college fees from Fall 1992 through Fall 1993 were enacted by the Legislature. Holders of baccalaureate degrees had fee increases in Spring 1993 from $6 to $50 per credit unit. All other credit students had two fee increases: from $6 to $10 per unit in Spring 1993 and from $10 to $13 per unit in Fall 1993. Those students carrying heavier unit workloads also experienced additional charges due to the removal of the 10 unit fee ceiling.

Inadequate funding also negatively impacts student access. In the three years after 1991 when the State of California entered a severe recession, revenues for community college operations dropped and remained flat, with no increases provided for normal population growth or cost-of-living adjustments (COLA). Such fiscal constraints forced colleges to cut back or eliminate courses with enrollments below a sustainable class-size level. In other instances, inadequate budgets prohibited colleges from hiring faculty to teach classes needed by students. A recent study on course offerings found that 5,500 (4%) classes were dropped between the Fall 1992 and Fall 1993 terms.

The performance measures for student access include student enrollments and participation rates.

- More than 124,000 (8.2%) students were turned away in Fall 1993. (The *Fee Impact Study* (1993) found that about 64,000 of these students were baccalaureate degree holders.) Students who remained were more often full-time and noncredit. (See Exhibit 1.11a)

- Declines in enrollment impacted male and female students proportionately. (See Exhibit 1.11b)

- Losses in headcount enrollment in Fall 1993 did not disproportionately impact minority representation. The enrollment drop by Whites (2.7 percentage points) was offset by gains among Asians (0.8), Blacks (0.2), and Hispanics (1.3). (See Exhibit 1.11c)

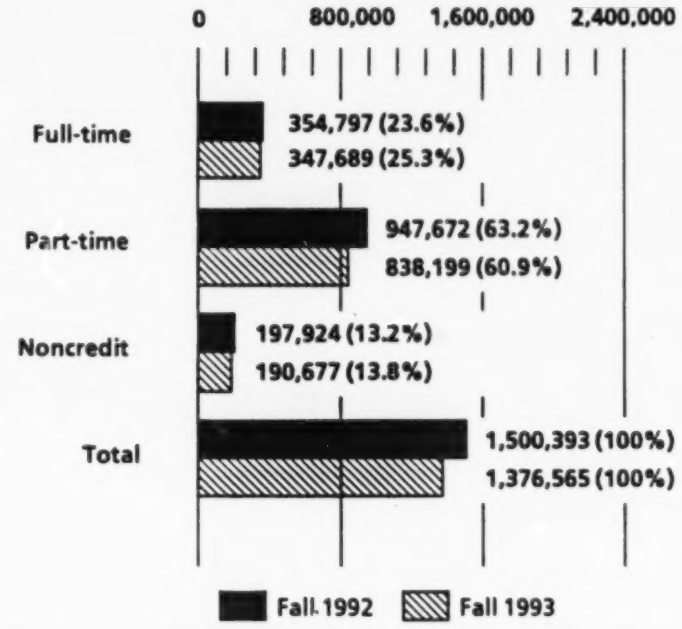
- Despite steady gains in recent years, Hispanics continue to be underrepresented in community college enrollment. Black enrollments exceed proportional representation. (See Exhibit 1.11d)

- The ethnic diversity of first-time students is similar to the ethnic diversity of recent high school graduates. (See Exhibit 1.20)

Exhibit 1.11a

Headcount Enrollment by Load

Total Enrollments Counts, Fall 1992 and Fall 1993



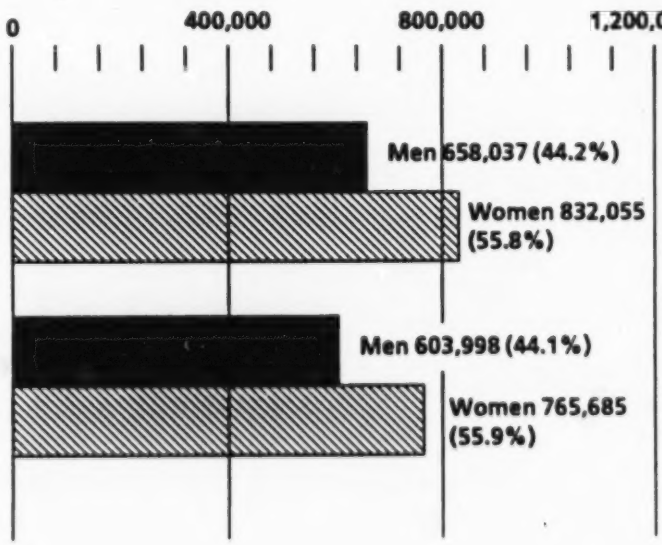
The headcount (unduplicated) enrollment of all students decreased from Fall 1992 to Fall 1993 by 124,000 (8.2%). Proportionately, the decrease in part-time (2.3% points) was offset by increases in full-time (1.7% points) and noncredit (0.6% points)

The Chancellor's Office Fee Impact Study (1993) concluded that enrollment declines were attributable to: the new differential fee imposed on BA students, the fee increases on all other credit students, and the second year of severe budget constraints forcing districts to cut courses because FTES funding was capped.

Exhibit 1.11b

Headcount Enrollment by Gender

Enrollment and Percentages of Men and Women, Fall 1992 and Fall 1993



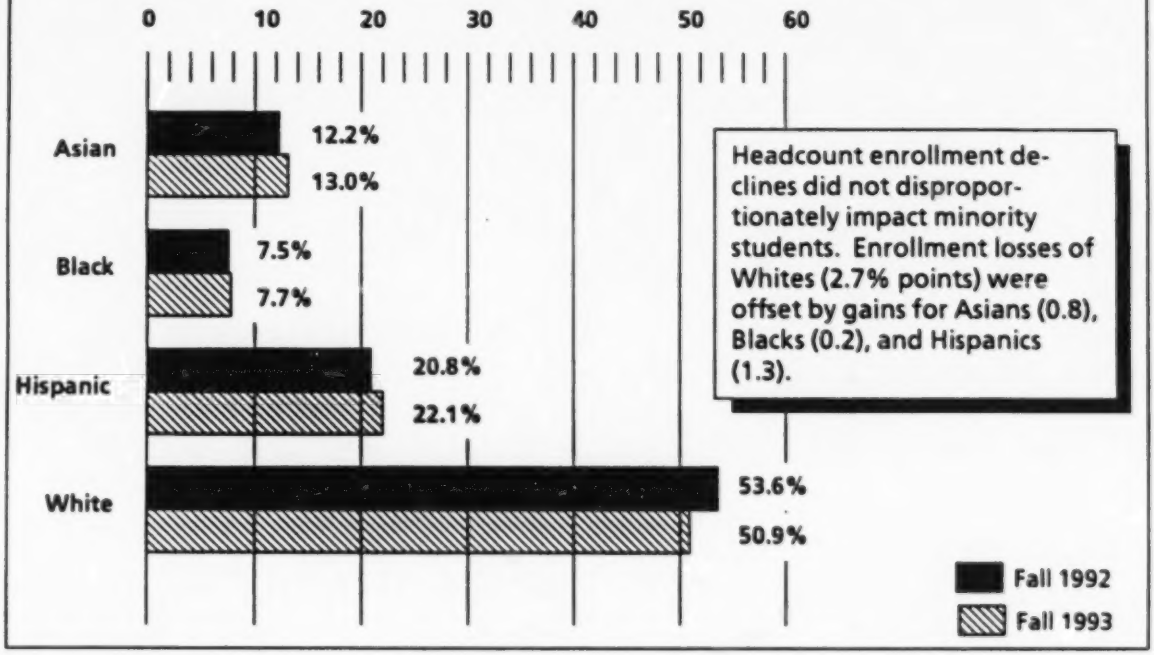
Declines in enrollment impacted male and female students proportionally.

More women than men enrolled in community colleges over the last decade, however, the trend toward increased enrollment of women is leveling off.

Exhibit 1.11c

Headcount Enrollment by Ethnicity

Percentages of Selected Ethnic Groups, Fall 1992 and Fall 1993

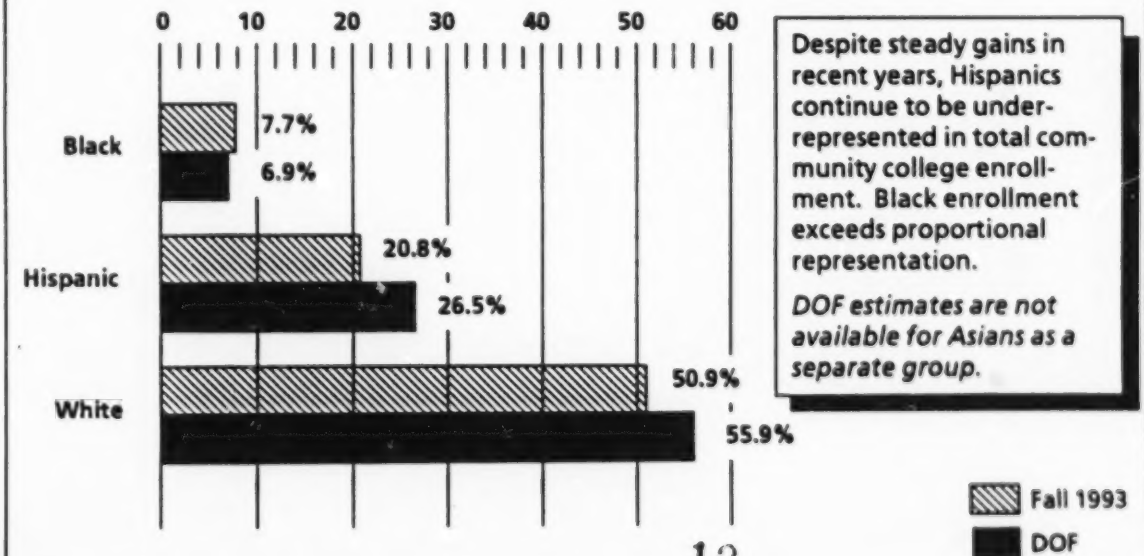


Headcount enrollment declines did not disproportionately impact minority students. Enrollment losses of Whites (2.7% points) were offset by gains for Asians (0.8), Blacks (0.2), and Hispanics (1.3).

Exhibit 1.11d

Headcount Enrollment Compared to Population

Percentage of Selected Ethnic Groups Compared to Department of Finance Estimates for California Population



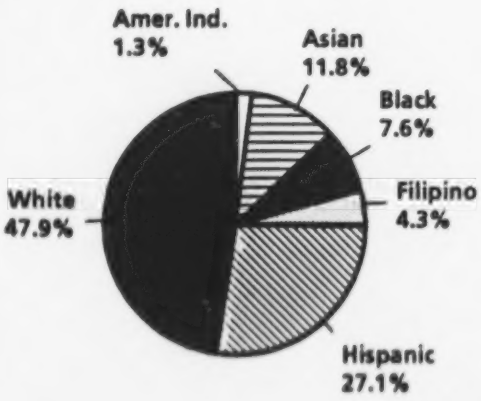
Despite steady gains in recent years, Hispanics continue to be underrepresented in total community college enrollment. Black enrollment exceeds proportional representation.

DOF estimates are not available for Asians as a separate group.

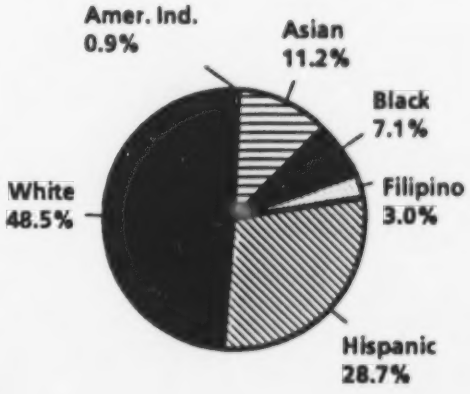
Exhibit 1.20

First-Time Students

Percentage of Ethnic Enrollment Compared to Most Recent Public High School Graduates, Fall 1993



First-Time Students



High School Graduates

The ethnic diversity of first-time students is similar to the ethnic diversity of recent high school graduates.

STUDENT SUCCESS

The use of student success as a performance measure has relevance to three types of educational consumers: the student, who determines which courses will result in achieving specific educational goals; the taxpayer, who needs assurance that educational resources are effectively and efficiently utilized; and the policy maker, who evaluates broader program outcomes to meet desired social policy.

Some appropriate measures for student success include course completion rates, degrees and certificates earned, and transfers to universities. The taxpayer extends these measures of success to include the rate at which students continue to enroll for two or more consecutive terms, as well as, the degree to which courses are completed in areas central to the transfer; job preparation; basic skills; and life-long learning. The policy maker further expands the evaluation measures to include student performance with respect to obtaining a job and earning rates up to three years after leaving colleges.

The performance measures of student success include student goals, persistence, completion rates, and employment information.

- For every ten (10) credit students, four (4) declared Transfer, three (3) declared Occupational Nontransfer, two (2) declared Undecided, and one (1) declared Basic Skills or Other as primary goals pursued at community colleges. (See Exhibit 2.10)

- Course cutbacks in Fall 1993 did not reduce the proportion of transfer course completions. Transfer course completions remained at 64 percent while "Other Credit" declined 1.2 percentage points and noncredit grew 1.0 percentage points. (See Exhibits 2.12a)

- Course cutbacks in Fall 1993 impacted occupational course completions more than "Other" due to the loss of BA students who more often enrolled in occupational classes. (See Exhibit 2.12b)

- English as a Second Language was the only area of the community college instructional program that grew both in the number of student completions and as a proportion of the total statewide curriculum. (See Exhibit 2.12c)

- Of all students enrolled in credit courses, an average of 86 percent completed the course with a grade C or better. Women have a slightly higher completion rate than men. (See Exhibit 2.13a)

- All race/ethnic groups have a successful completion rate of 79 percent or better, with Asians and Whites having slightly higher rates than Hispanics and Blacks. (See Exhibit 2.13b)

- Except for Mathematics and Basic Education, all other academic disciplines indicate 65 percent or more students complete classes with a grade C or better. (See Exhibit 2.13c)

- A higher proportion of women than men complete degrees and certificates. (See Exhibit 2.20a)

- Degrees and Certificates earned by the major ethnic groups are approximately proportional to headcount enrollment, with Hispanics and Blacks lagging compared to Whites. (See Exhibit 2.20b)

- About half of all degrees earned are in Interdisciplinary Studies comprising multidisciplines which satisfy transfer requirements to the University of California and the California State University. (See Exhibit 2.20c)

- Nursing, Police Science, Secretarial Studies, and Automotive Technology are among the more popular degrees and certificates earned by students pursuing occupational goals. (See Exhibit 2.20d)

- Overall, 63 percent of all Fall 1993 credit students remained enrolled for two semesters through the Spring 1994 term. Above average consecutive term enrollment occurred among women, Asians, Filipinos and Hispanics. (See Exhibit 2.30)

- More than 77 percent of full-time and 57 percent of part-time credit students in a Fall 1990 cohort persisted in the California Community Colleges, the California State University, or the University of California through Fall 1993. (See Exhibit 2.31)

- Half of all first-time students completing 56 or more AA degree applicable units did so in six or fewer terms. (See Exhibit 2.32)

- The percent of students who transfer to the University of California is higher for Asians and "Other" but lower for Blacks and Hispanics when compared to corresponding percentages for credit enrollment. ("Other" includes foreign students, non-responses and other ethnicities.) (See Exhibit 2.33)

- The percent of students who transfer to the California State University is higher for American Indian and "Other" (i.e., includes foreign students, non-responses and other ethnicities) but lower for all other groups (including Whites) when compared to corresponding percentages for credit enrollment. (See Exhibit 2.34)

- In 1993-94, the number of community college transfers to the California State University increased by 3,400 (8.4%) to 44,420 and by 947 (9.5%) to 10,940 to the University of California. (See Exhibit 2.35)

- Of the 1,769,100 undergraduate students in California public higher education, 1,384,000 (78%) attend California Community Colleges and another 162,000 (10%) attend the California State University and the University of California as transfers from California Community Colleges. This means 88 percent of all public undergraduate students currently attend or transferred from a California community college. (See Exhibit 2.36)

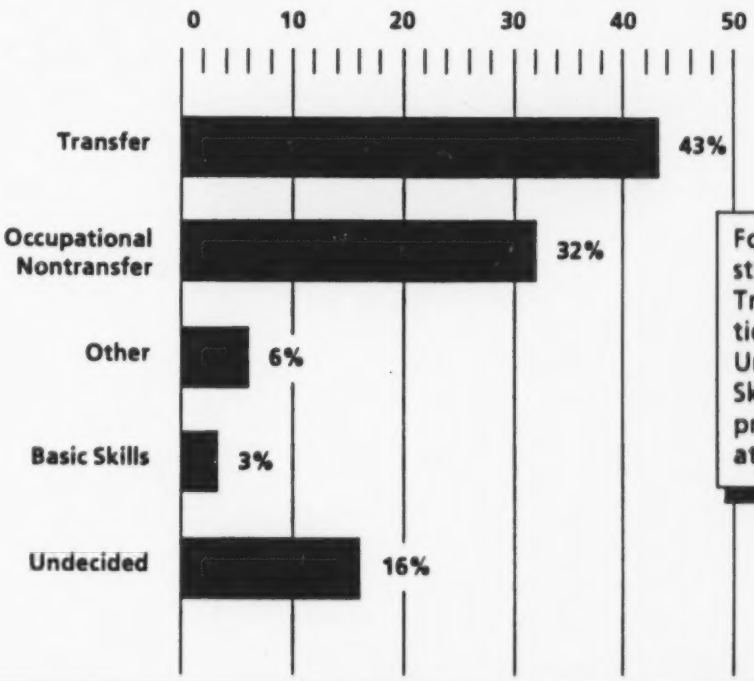
- Both male and female students employed and tracked over three years experienced growth in earning potential after training at California community colleges. (See Exhibit 2.41)

- All ethnic groups employed and tracked over three years experienced growth in earning potential after training at California community colleges. (See Exhibit 2.42)

- Both Certificate and Degree holders showed gains in earning potential in each of the three years after leaving community college. (See Exhibit 2.43)

Exhibit 2.10

Declared Goals of Credit Students, Fall 1993

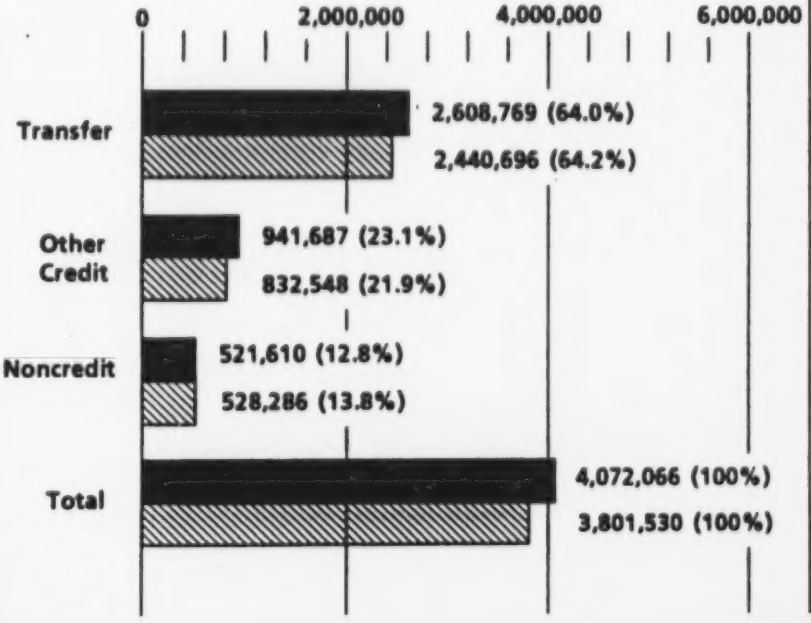


For every 10 credit students, 4 declared Transfer, 3 Occupational Nontransfer, 2 Undecided, and 1 Basic Skills or Other as primary goals pursued at community colleges.

Exhibit 2.12a

Course Completions*

By Transfer and Credit Status



Course cutbacks in Fall 1993 did not negatively impact the proportion of transfer course completions. Transfer course completions remained at 64 percent while "Other Credit" declined 1.2 points and noncredit grew 1.0 points.

Fall 1993 course enrollment shifts are attributable in part to the loss of BA students (enrolled mostly for "Other Credit"). Growth in noncredit completions resulted from the increased demand for remedial and basic skills classes.

*Defined as duplicate enrollment of students completing courses.

Fall 1992 Fall 1993

Exhibit 2.12b

Course Completions

By Occupational Status

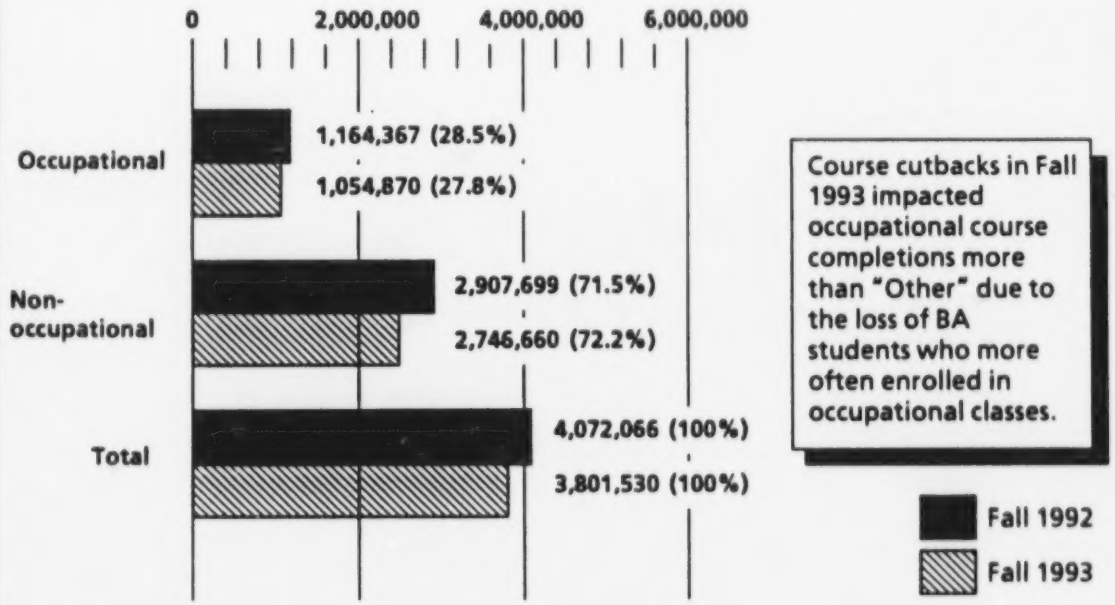


Exhibit 2.12c

Course Completions

For Remedial/Basic Skills and English as Second Language (ESL)

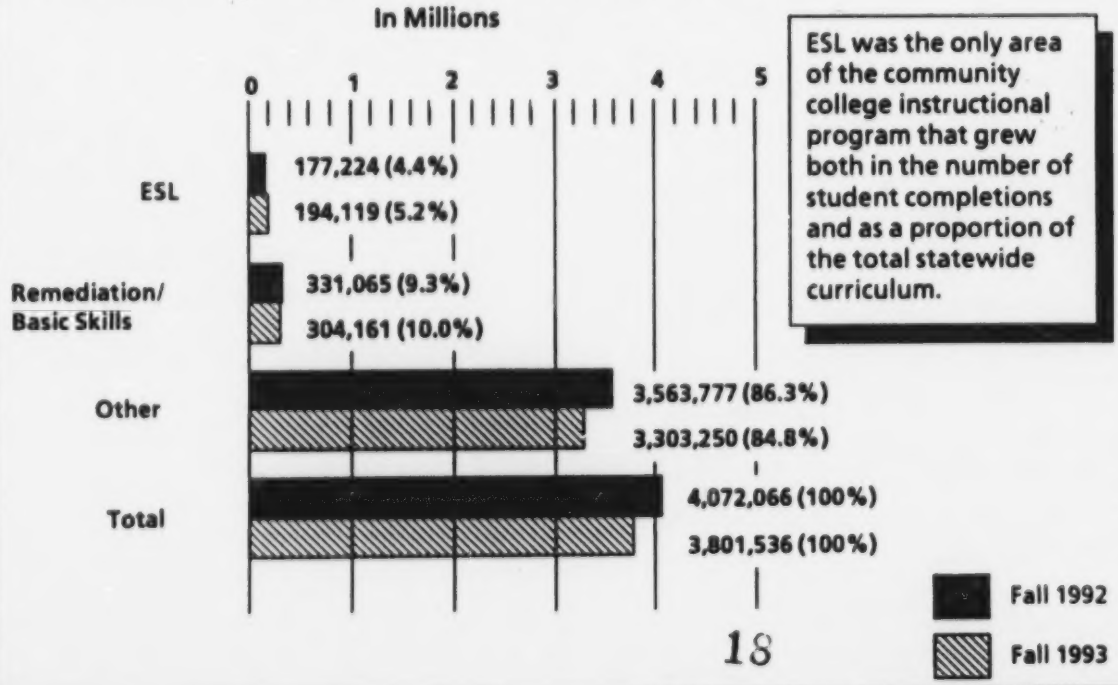
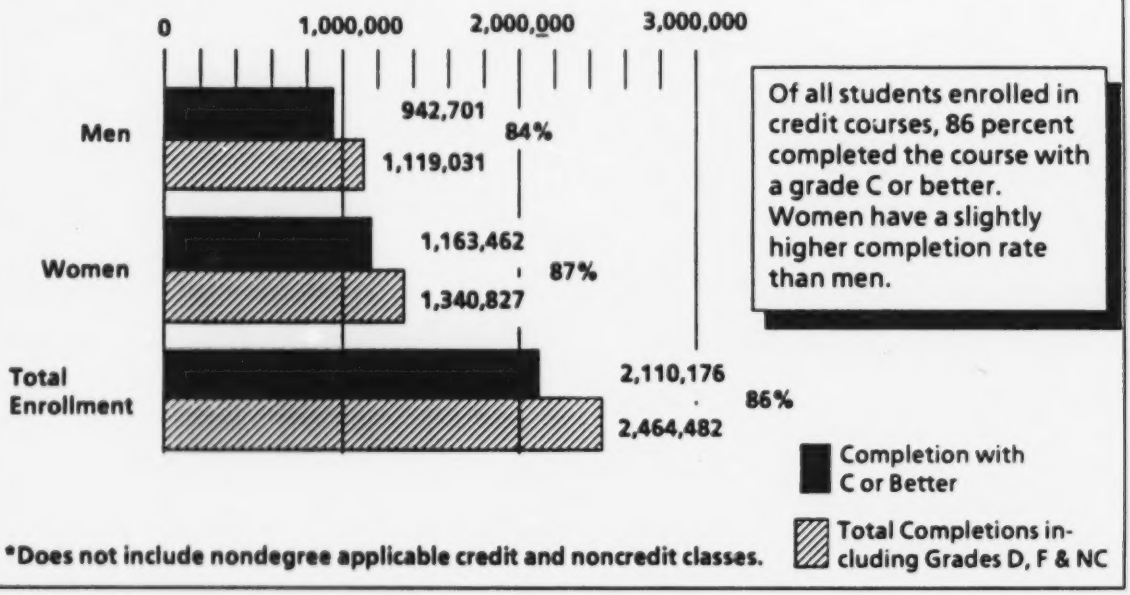


Exhibit 2.13a

Credit Course Completions With Grade C or Better*

By Gender, Fall 1993



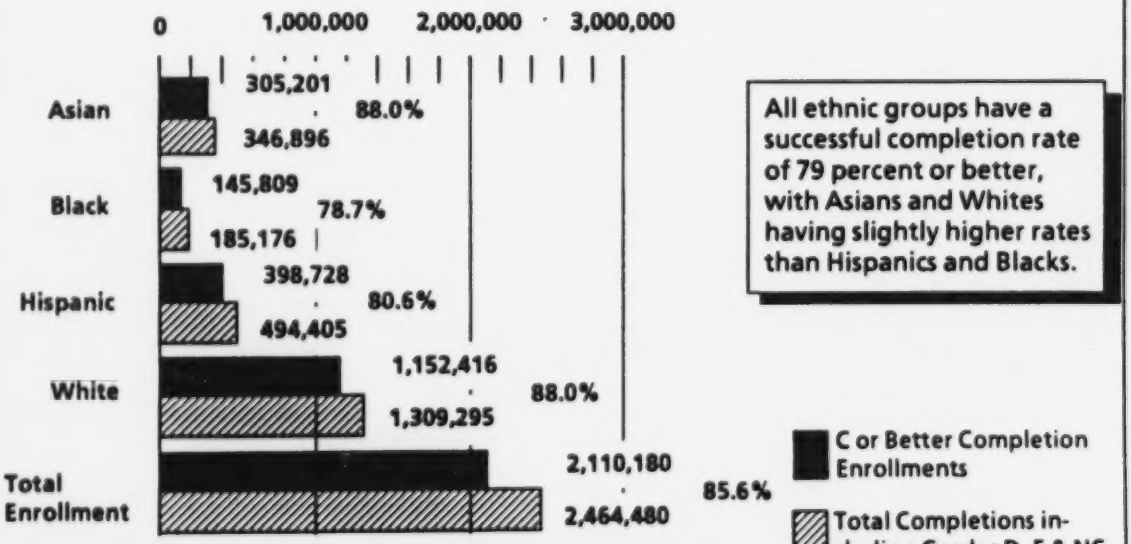
Of all students enrolled in credit courses, 86 percent completed the course with a grade C or better. Women have a slightly higher completion rate than men.

*Does not include nondegree applicable credit and noncredit classes.

Exhibit 2.13b

Credit Course Completions With Grade C or Better*

By Ethnic Groups, Fall 1993



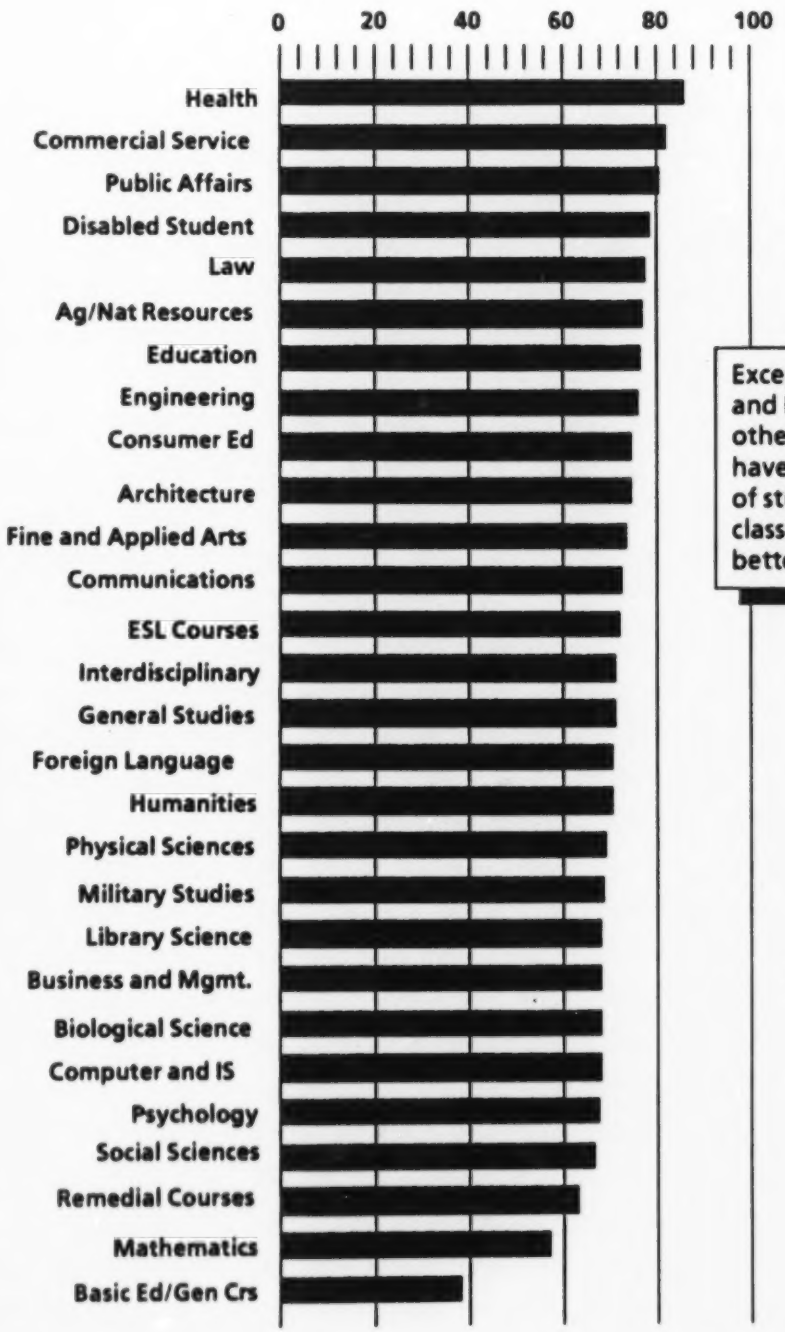
All ethnic groups have a successful completion rate of 79 percent or better, with Asians and Whites having slightly higher rates than Hispanics and Blacks.

*Does not include nondegree applicable credit and noncredit classes.

Exhibit 2.13c

Percent of Course Completions with Grade C or Better

By Discipline Area, Fall 1993

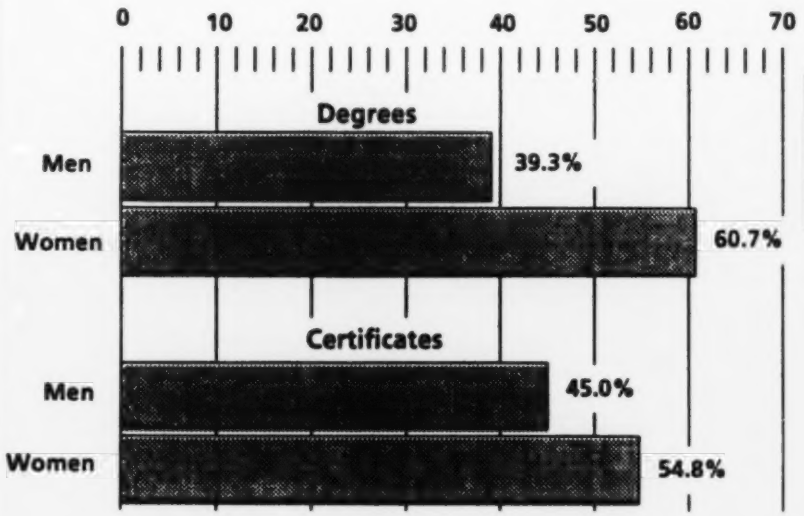


Except for Mathematics and Basic Education, all other academic disciplines have more than 65 percent of students completing classes with a grade C or better.

Exhibit 2.20a

Completions: Degrees and Certificates

Proportions by Gender, Fall 1993

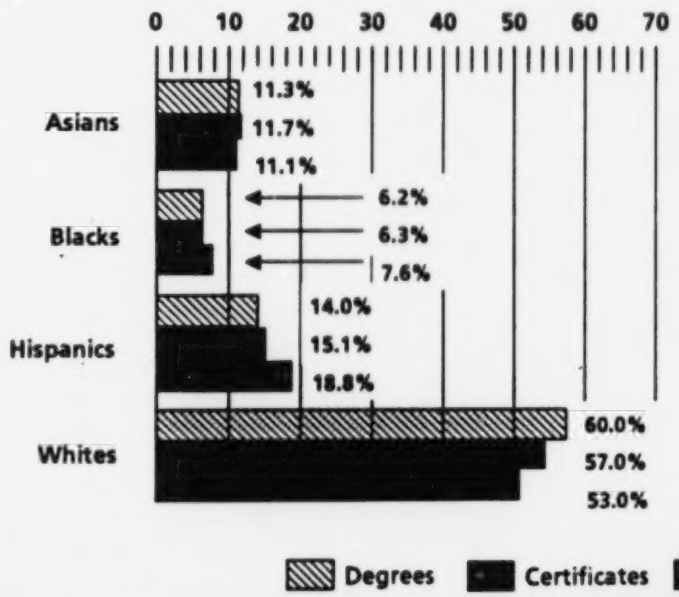


A higher proportion of women than men earn degrees and certificates.

Exhibit 2.20b

Degrees and Certificates Earned Compared to Total Enrollment

By Ethnic Groups, Academic Year 1992-93

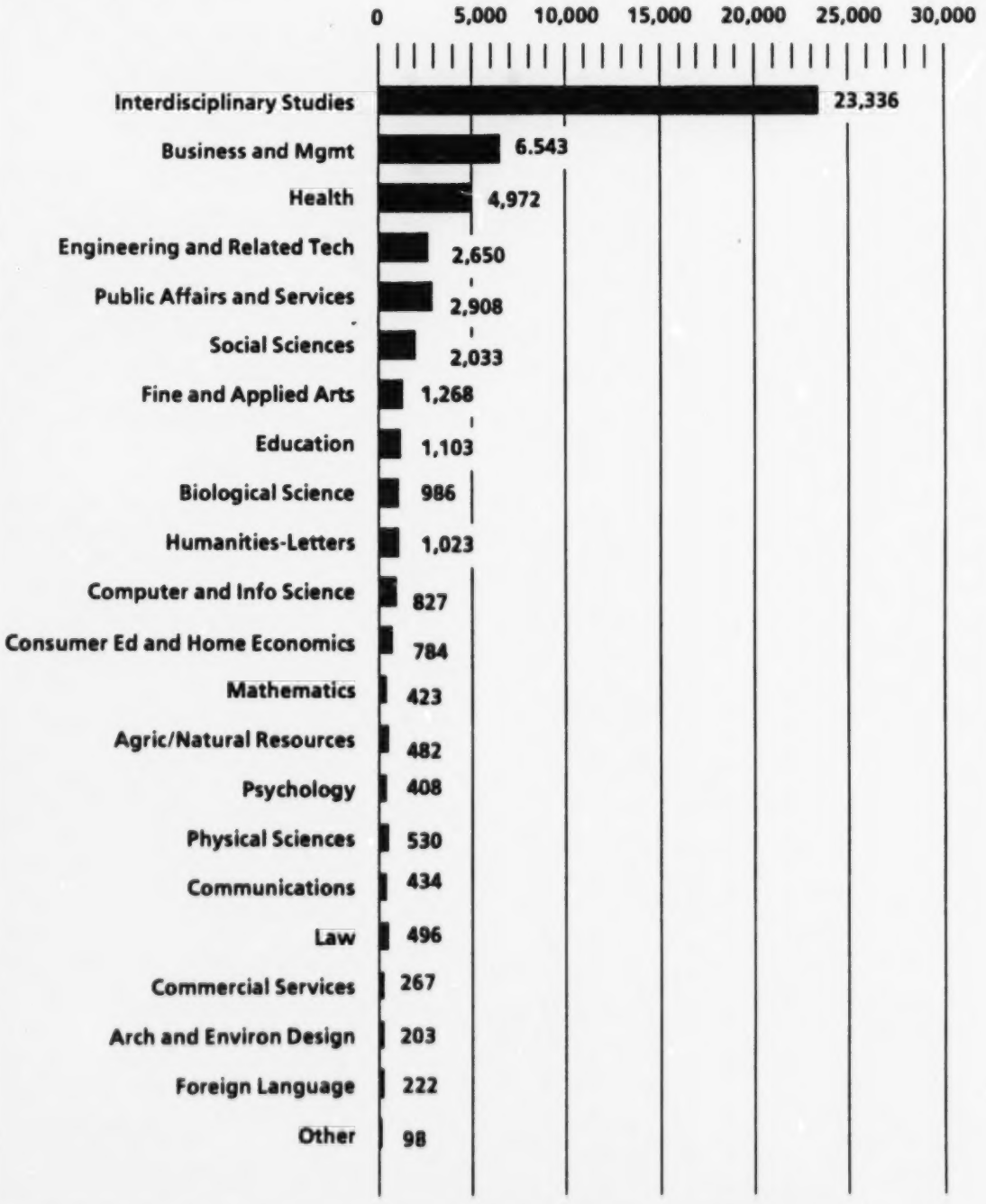


Degrees and Certificates earned by the major ethnic groups are approximately proportional to headcount enrollment, with Hispanics and Blacks lagging compared to Whites.

Exhibit 2.20c

Degrees Earned by Academic Discipline

Academic Year 1993-94

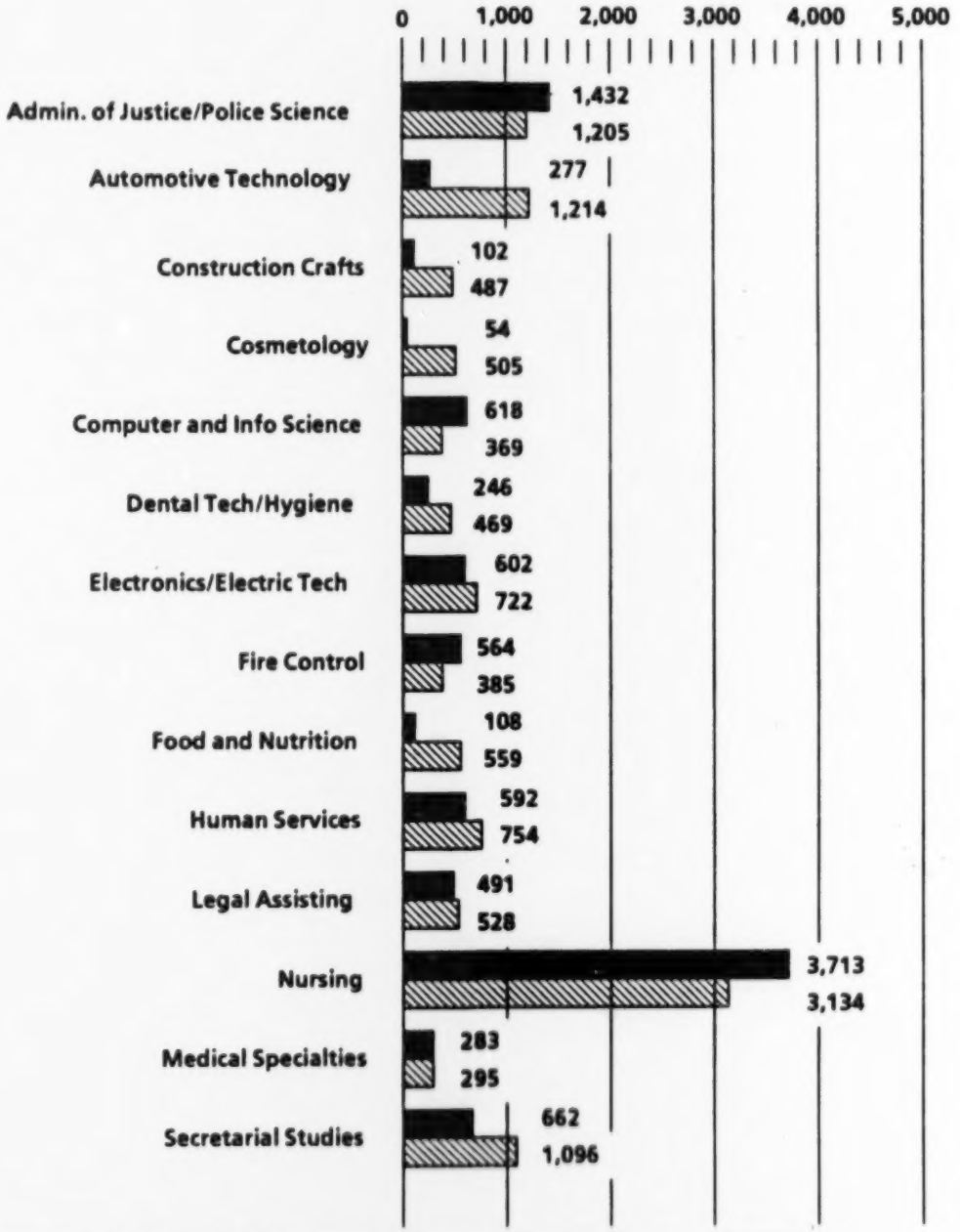


About half of all degrees earned are in Interdisciplinary Studies which comprise multi-disciplines satisfying transfer requirements to the University of California and the California State University.

Exhibit 2.20d

Selected Degrees and Certificates Earned in Occupational Fields

Academic Year 1993-94

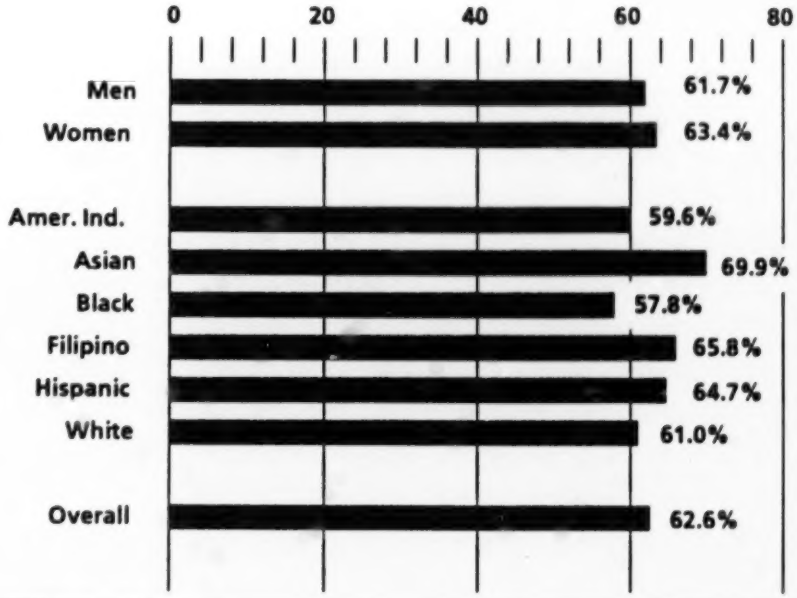


Nursing, Police Science, Secretarial Studies, and Automotive Technology are among the more popular degrees and certificates earned by students pursuing occupational goals.

Exhibit 2.30

Percent Rate of Fall 1993 Credit Students Who Remained Enrolled Through Spring 1994

By Gender and Ethnicity

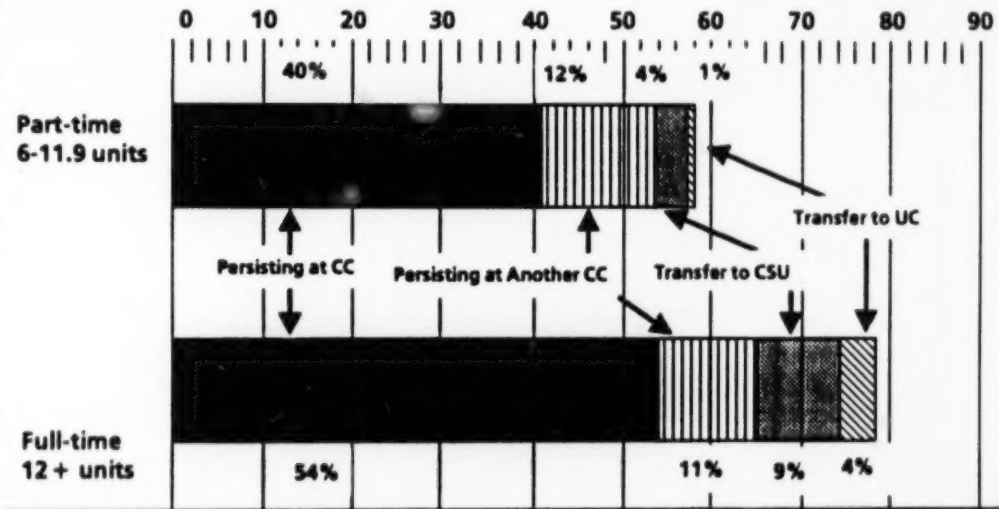


Overall, 62.6 percent of all Fall 1993 credit students remained enrolled for two semesters through the Spring 1994 term. Above average consecutive term enrollment occurred among women, Asians, Filipinos, and Hispanics.

Exhibit 2.31

Percent of Fall 1990 Credit Student Cohorts Tracked through Fall 1993

Full-time and Part-time Students



More than 77 percent of full-time and 57 percent of part-time credit students in a Fall 1990 cohort persisted in CCC, CSU, or UC through Fall 1993.

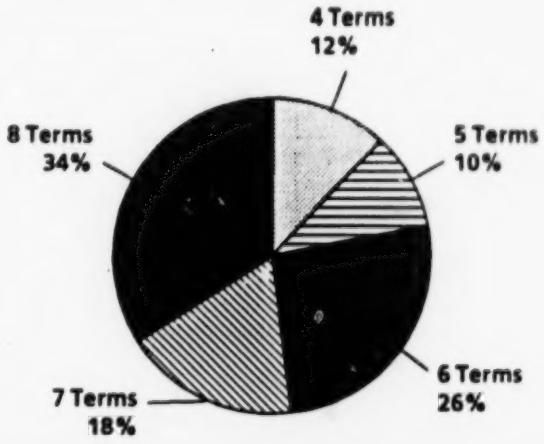
The persistence of part-time students tends to be lower because they more often pursue short-term job training and licensure needs rather than the AA degree or transfer.

Source: Intersegmental Coordinating Council, 1994

Exhibit 2.32

Time to Earn 56+ Units

Number of Terms Taken by First-time Credit Students in Fall 1990 to Earn 56+ Degree Applicable Units (N=23,874)



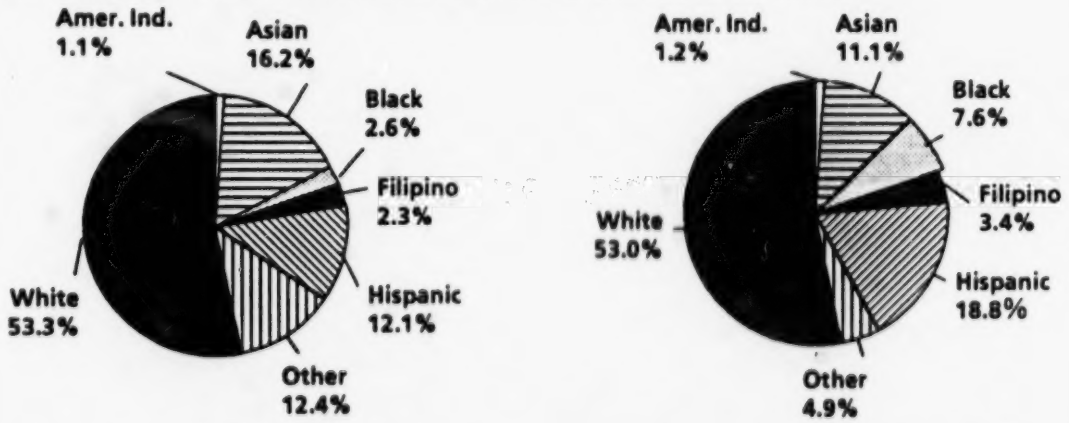
Half of all first-time credit students completing 56 or more AA degree applicable units did so in 6 or fewer terms.

Source: Intersegmental Coordinating Council, 1994

Exhibit 2.33

Fall Transfer: University of California

Percentages for Transfer and Credit Enrollment for Ethnic Groups, 1992-93



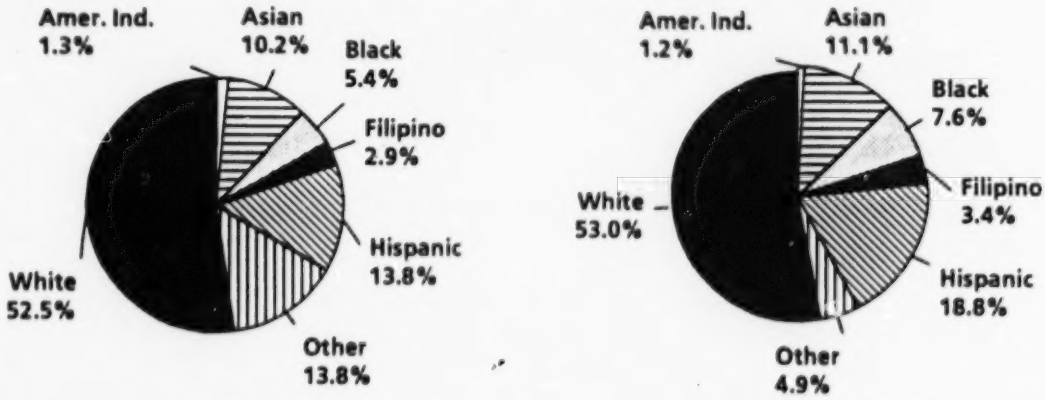
The percentage of students who transfer to the University of California is higher for Asians and "Others" but lower for Blacks and Hispanics when compared to corresponding percentages for credit enrollment. ("Other" includes foreign students, non-responses and other ethnicities.)

Source: CPEC

Exhibit 2.34

Fall Transfer: California State University

Percentages for Transfer and Credit Enrollment for Ethnic Groups, 1992-93

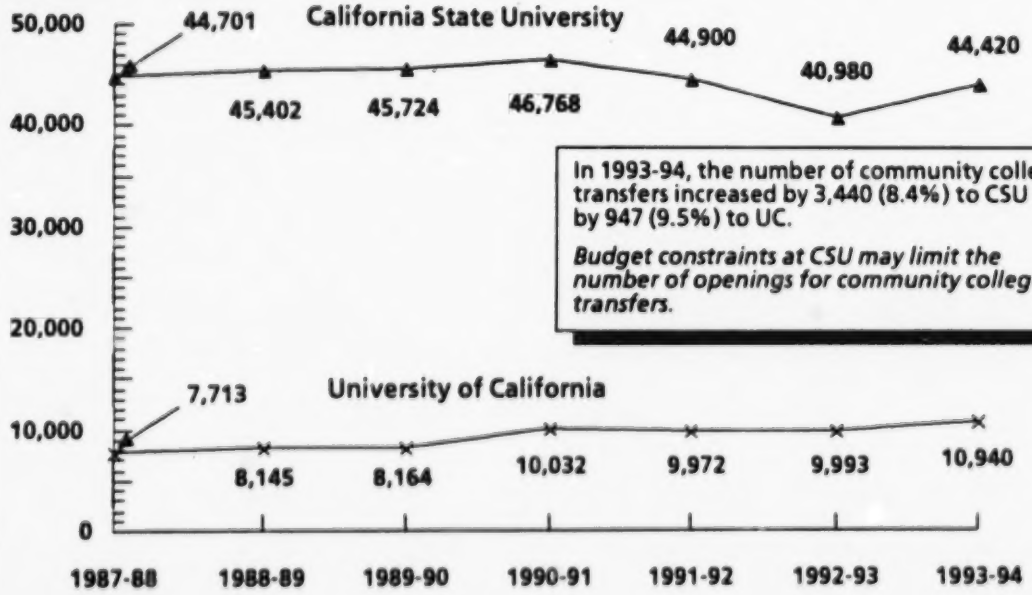


The percent of students who transfer to the California State University is higher for American Indian and Others (i.e., foreign, non-responses and other ethnicities) but lower for all other groups (including Whites) when compared to corresponding percentages for credit enrollment.

Source: CPEC

Exhibit 2.35

Full Year Transfers from the California Community Colleges to the California State University and the University of California, 1987-88 to Present



In 1993-94, the number of community college transfers increased by 3,440 (8.4%) to CSU and by 947 (9.5%) to UC.

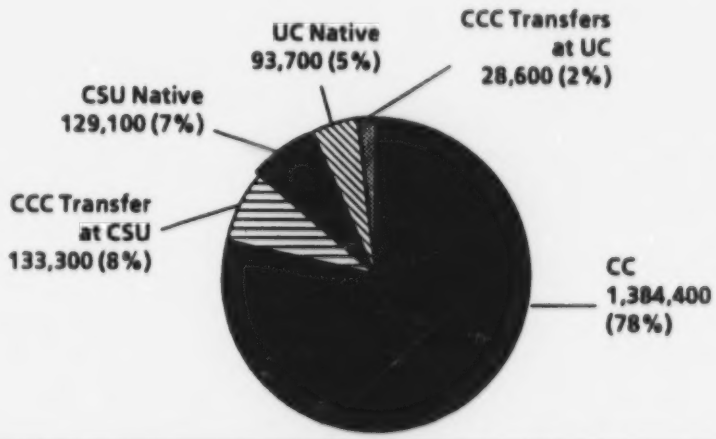
Budget constraints at CSU may limit the number of openings for community college transfers.

Source: CPEC

Exhibit 2.36

Undergraduate Students Served by California Community Colleges in California Public Higher Education

Fall 1993



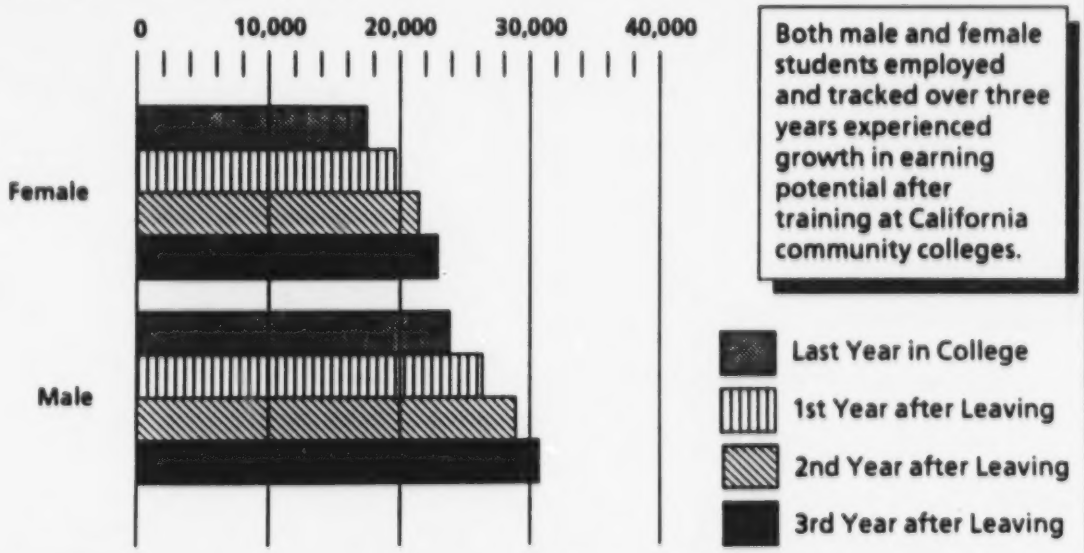
Of the 1,769,100 undergraduate students in California public higher education, 1,384,000 (78%) attend CCC and another 162,000 (10%) attend CSU and UC as transfers from CCC. This means 88 percent of all undergraduate students attend or transfer from a California community college.

Source: Intersegmental Coordinating Council, Fall 1994

Exhibit 2.41

Median Annual Earnings* of Occupational Program Students for Three Years After Leaving College

By Gender, Academic Year 1990-91



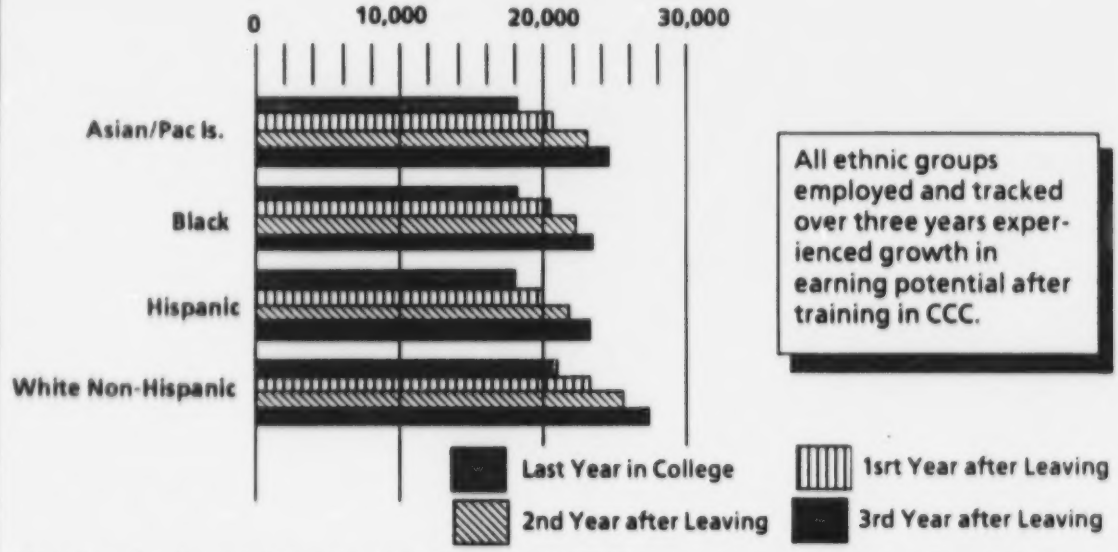
Both male and female students employed and tracked over three years experienced growth in earning potential after training at California community colleges.

***Based on Employment Development Department (EDD) Unemployment Insurance Quarterly Data. Wages annualized using highest quarter data.**

Exhibit 2.42

Median Annual Earnings* of Occupational Program Students for Three Years After Leaving College

By Race/Ethnicity, Academic Year 1990-91



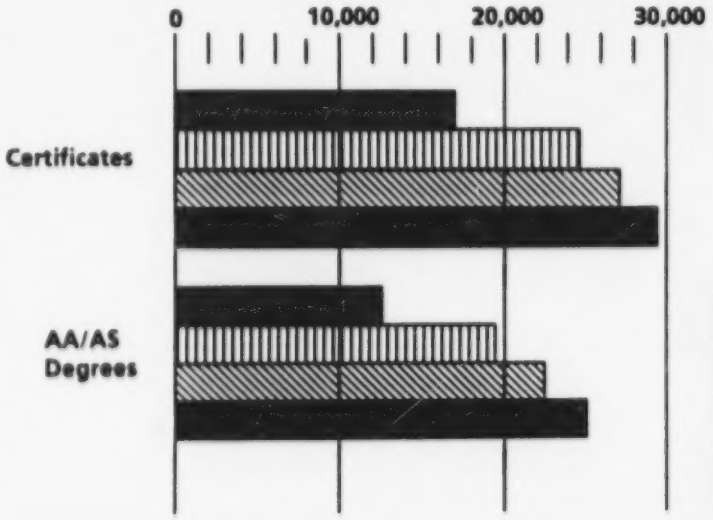
All ethnic groups employed and tracked over three years experienced growth in earning potential after training in CCC.

*Based on Employment Development Department (EDD) Unemployment Insurance Quarterly Data. Wages annualized using highest quarter data.

Exhibit 2.43

Median Annual Earnings* of Occupational Program Students for Three Years After Leaving College

By Award, Academic Year 1990-91



Both Certificate and Degree holders showed gains in earning potential in each of the three years after leaving community college.

Higher gains of certificated holders may be attributable to students' age and more years of prior work experience.

*Based on Employment Development Department (EDD) Unemployment Insurance Quarterly Data. Wages annualized using highest quarter data.

STAFF COMPOSITION

The racial/ethnic and gender composition of community college faculty, administrative, and support staff affects campus climate, particularly for underrepresented students. Staff composition indicators enable the evaluation of community college personnel practices with respect to employment opportunity policies firmly ingrained in federal, state and local government statutes.

The performance measures for staff composition include workload, and the gender and ethnicity of faculty and staff.

- Although much more progress is needed, gains have been made toward increasing gender and ethnic diversity of full-time faculty. (See Exhibit 4.11)

- Some increases have occurred in the gender and ethnic diversity of certificated college administrators. (See Exhibit 4.12)

- Except for Hispanics, significant gains in gender and ethnic diversity occurred among counselors, librarians and nurses between Fall 1990 and Fall 1993. (See Exhibit 4.13)

- Slow but steady progress in achieving gender and ethnic diversity is occurring among classified staff in California's community colleges. (See Exhibit 4.14)

- The total hours taught by full-time faculty grew steadily through 1991-92 and subsequently remained stable at about the 60 percent level. The hours taught by part-time faculty were subject to more variation due to changes in enrollment and curricular activities. (See Exhibit 4.20a)

Exhibit 4.11

Staff Diversity: Full-time Faculty

Selected Groups, Fall 1990 to Fall 1993

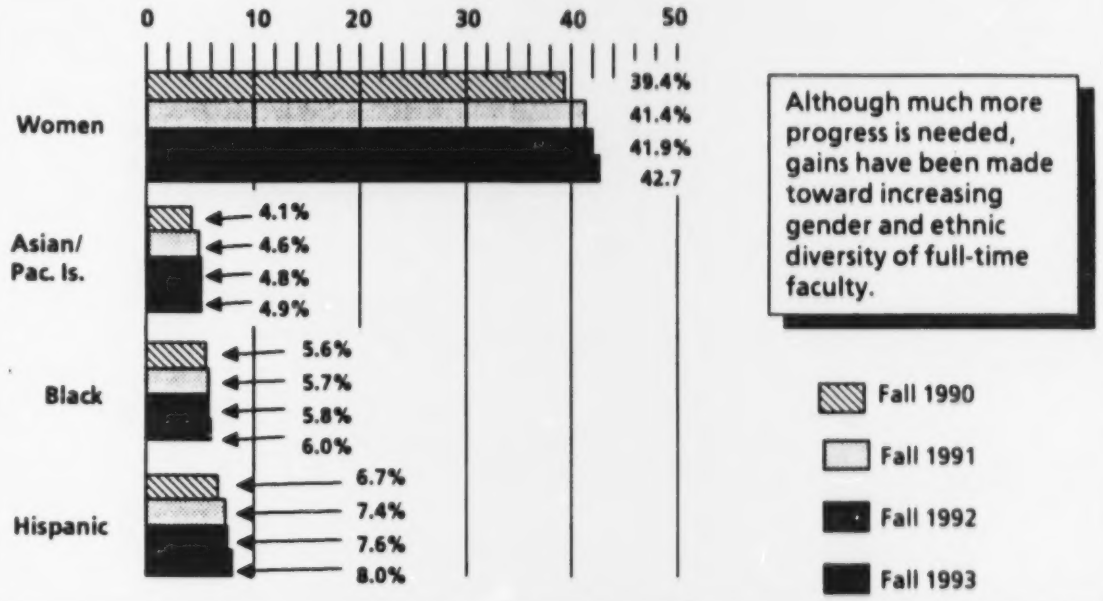


Exhibit 4.12

Staff Diversity: Certificated Administrative

Selected Groups, Fall 1990 to Fall 1993

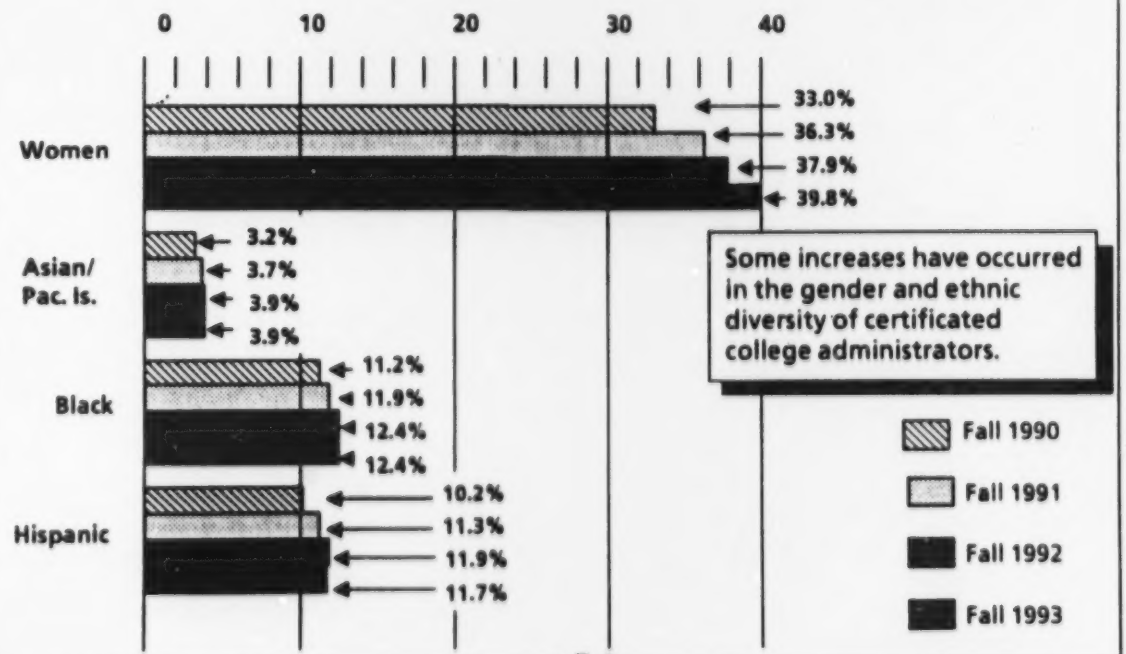


Exhibit 4.13

Staff Diversity: Counselors, Librarians and Nurses

Selected Groups, Fall 1990 to Fall 1993

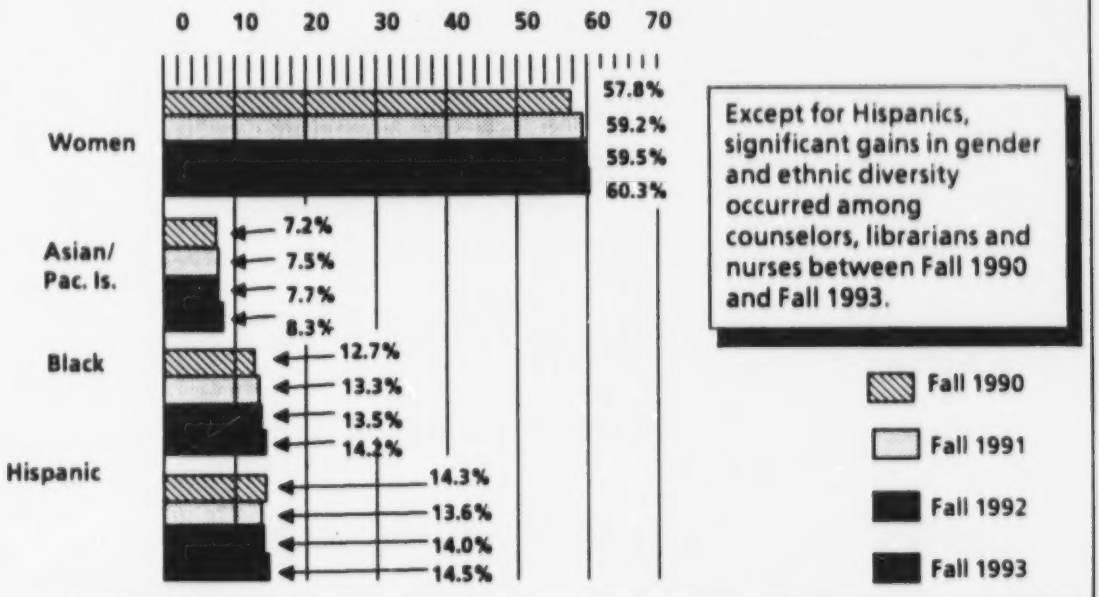


Exhibit 4.14

Staff Diversity: Full-time Classified

Selected Groups, Fall 1990 to Fall 1993

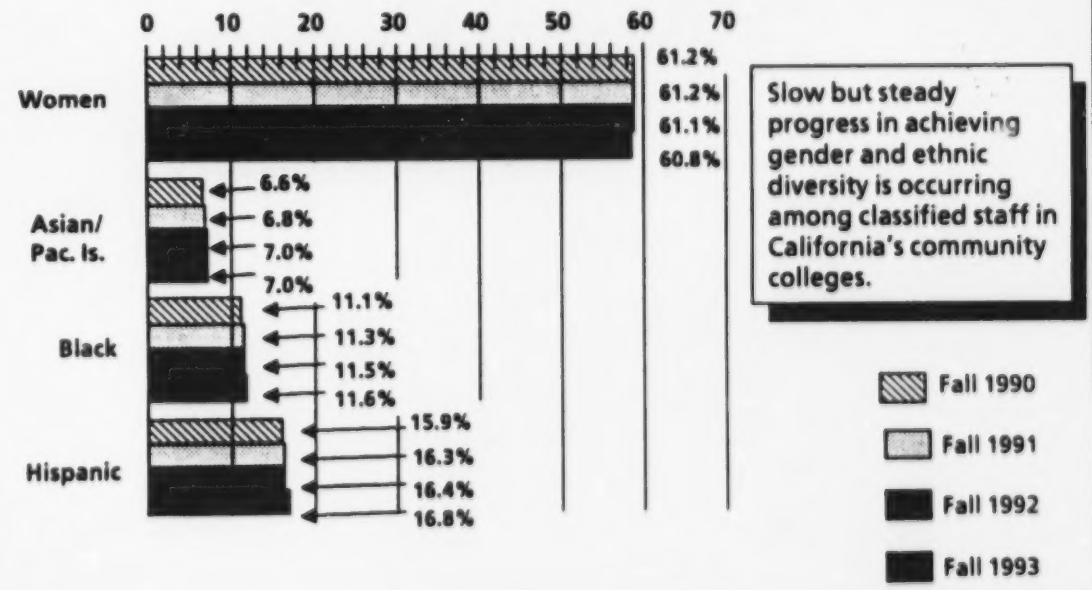
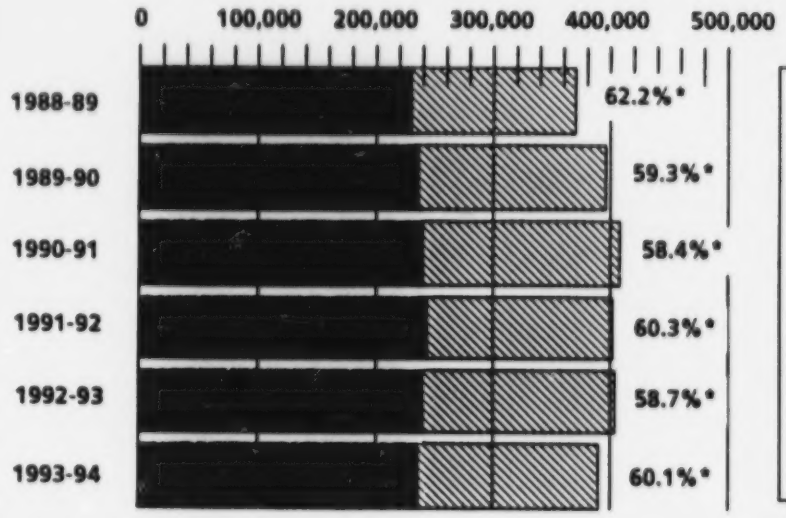


Exhibit 4.20a

Full-Time/Part-Time Faculty Instruction

Total Weekly Faculty Contact Hours (WFCH) Taught, 1988 to Present



The total hours taught by full-time faculty grew steadily through 1991-92 and subsequently remained stable.

The hours taught by part-time faculty were subject to more variation due to changes in enrollment levels and curricular activities.

*Percent full-time WFCH is of total.

Full-time Faculty

Part-time Faculty

FISCAL CONDITION

Fiscal condition relates simultaneously to measures of resource inputs and product outputs. On the input side, fiscal condition measures the adequacy of resources to deliver educational services in an economy of price changes (due to inflation) and levels of changes in demand for services (due to population growth). On the output side, fiscal condition measures effectiveness and efficiency of using resources. Input and output are compared, after adjusting for inflation, in the cost of delivering a unit of service, such as a Full-time Equivalent Student (FTES).

Another measure of fiscal condition is fiscal stability.. This relates to the fiscal health of the district and how it performs its fiduciary trust in handling public money. Fiscal stability ultimately impacts the scope and quality of services that can be delivered to students.

The performance measures for fiscal condition include fiscal stability, revenues sources, and revenues per FTES after adjustments for inflation.

- In the last three years, statewide community college revenues have remained flat with a substantial shift in revenues from state to local sources. (See Exhibit 5.10)
- The number of districts designated as "low risk" for fiscal stability has increased from 10 in 1992-93 to 17 in 1993-94. (See Exhibit 5.20)
- The level of unfunded FTES peaked in 1991-92 and has declined significantly as districts cut courses to adjust to revenue shortfalls. (See Exhibit 5.30)
- In the last three years of the State's fiscal crises starting in 1991, community college real (i.e., inflation adjusted) revenues dropped and remained approximately at the $3,100 level. (See Exhibit 5.40)

Exhibit 5.10

Community College Funding

Overall Level of Funding for Local Districts, Academic Year 1988-89 to Present

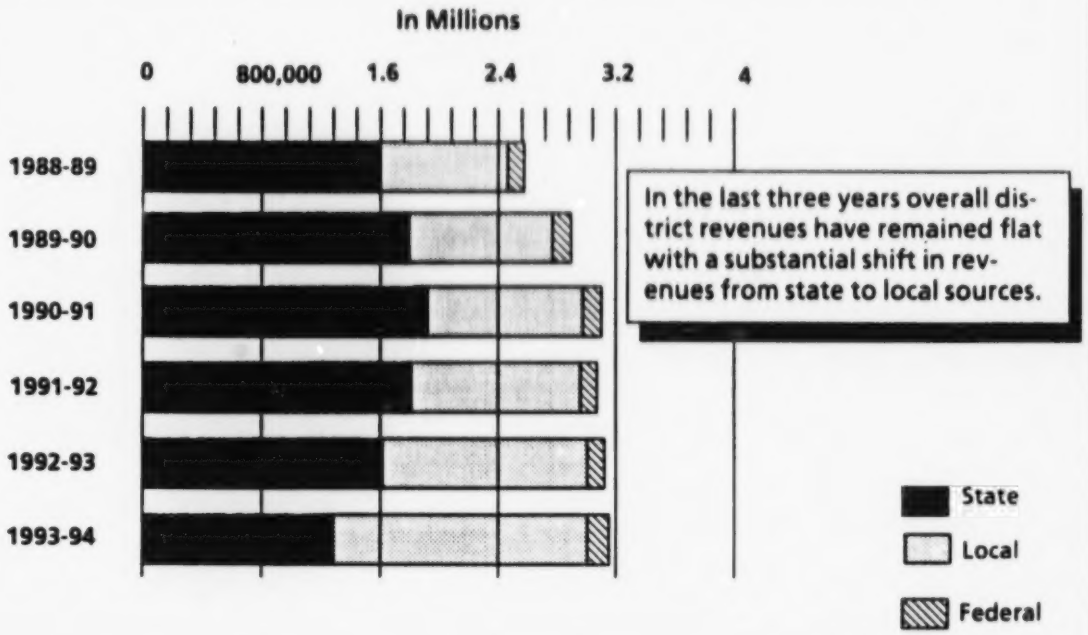


Exhibit 5.20

Fiscal Stability

Number of Districts at Risk from 1990 to 1993

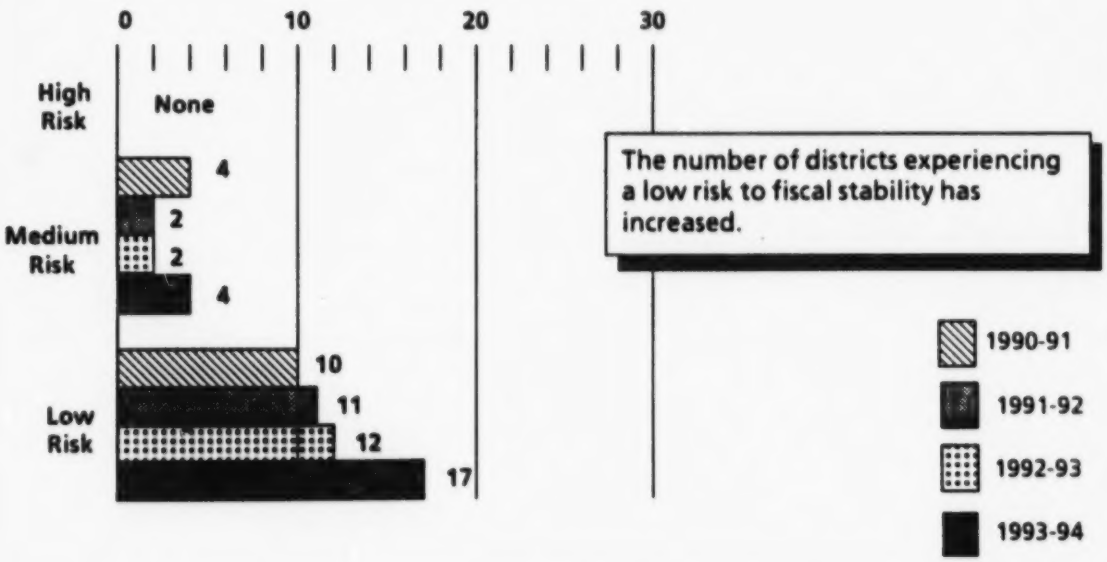
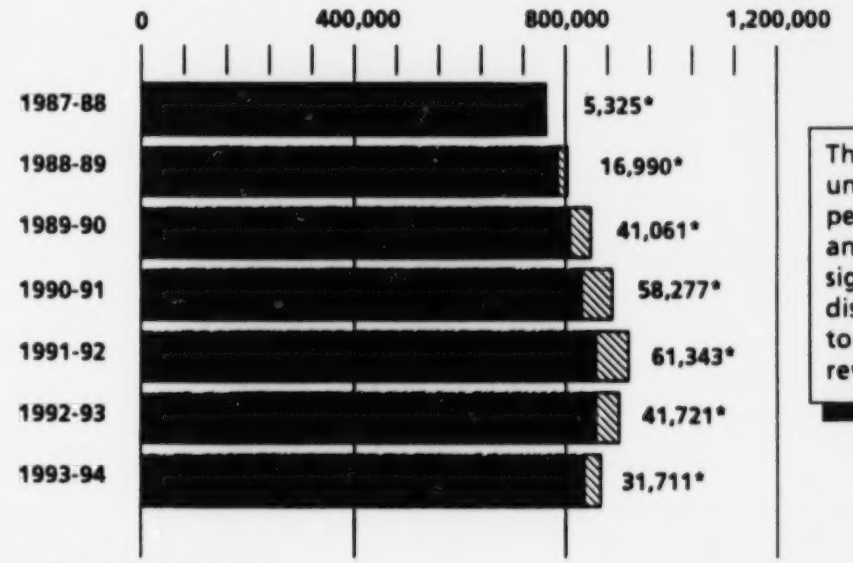


Exhibit 5.30

Funding (FTES)

Total Funded and Actual Apportionment FTES for 1987-88 through 1993-94



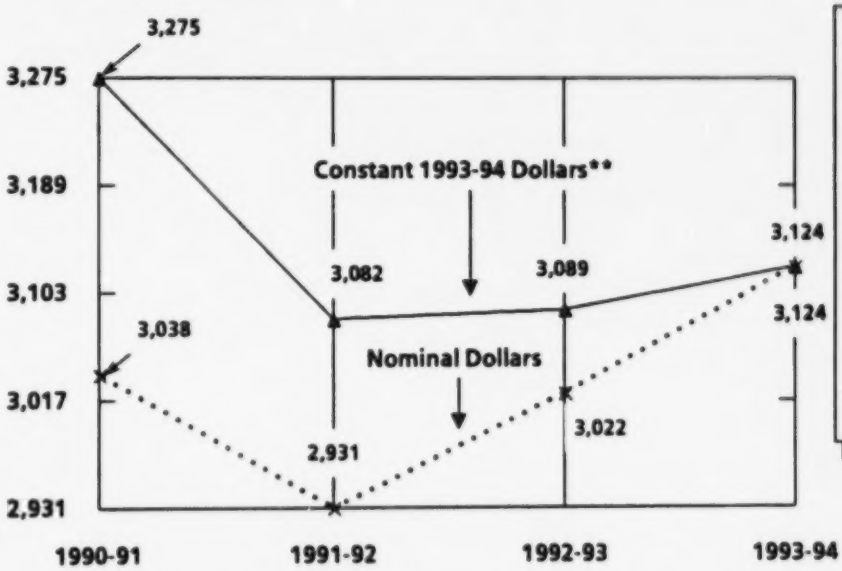
The level of unfunded FTES peaked in 1991-92 and has declined significantly as districts cut courses to accommodate revenue shortfalls.

*Indicates Unfunded FTES

Exhibit 5.40

Operating Revenues Per Actual Apportionment FTES*

1990-91 through 1993-94



In the three years of the State's fiscal crises, community college real (i.e., inflation adjusted) operating revenues per actual apportionment FTES dropped and remained flat at approximately the $3,100 level.

*Prop. 98 State General Fund, Property Taxes, Fee and Lottery.
**Adjusted for inflation using State and local purchases index.